



# VALUE PREFERENCES AMONG TEACHERS OF SGTS AND SCHOOL ASSISTANTS WORKING IN THE GOVERNMENT SCHOOLS

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## ABSTRACT

Humanity wishes for happiness. Peace can only bring happiness. The teachers should invent how peace is attained through value inculcation. The main function of a teacher is to build good human beings. The teacher helps us to become a good student in the school, a good human being in society and a good citizen of the country. At present we are living in a cruel society because modern society is based on the culture of conflicts and violent behavior due to the rust of values. So, value education has a significant role to maintain national integration and communal harmony in the country. Values play a very important role in the life of each individual how to live in harmony with oneself and with others. Every individual is motivated by a system of values. It is the training of the heart and the development of character. So, Teachers have a higher responsibility as compared to other professional to shaping the future generation. The aim of education in ancient time was to get the self-realization. The present society youth lost values. All problems occurred due to youth behavior, and people are looking for teachers and the education system. Hence, Teachers first have values automatically the values transfer to students. Teacher's primary role is to inculcate values among students in their teaching and activities of learning. The teachers can plant the seeds of harmony and integration among students mind. To build a better society depends on the teacher, teacher-educators, and students.

**KEYWORDS:** Value, preferences, teachers, SGTs, School Assistant, Government.

## 1. INTRODUCTION:

Improving values among school children are essential for the creation of a new social order. Values play an important role in shaping the nation. Values change human decisions, goals, and behavior. they are the guiding human action, judgments, and attitudes.

Presently there is abolishing of human values in the society. Present studies stressed only academic development and moral education neglecting. Inculcation of human values such as empathy, love, cooperation, living together, tolerance, compassion, truthfulness, sincerity etc. have been ignored in the educational process. The improvement of such human values along with intellectual development should be the aim of present education. The teacher's role was to build up human values among themselves and instill them among students in their teaching and activities of learning. The teachers in the schools, colleges, and universities should be oriented and motivate through workshops, fieldwork, seminars and extension activities for imparting such values. *Education Commission (1964-66)*: "revealed that the development of fundamental social, moral, and spiritual values; the commission further recommends that apart from education such values being made an integral part of the school programme. Generally, some periods should be apart in the timetable for this purpose". *National policy on value Education (1986)*: "Stated that value education is essential for all, this is fundamental to our all-round development, material, and spiritual development".

## 2. REVIEWS:

Younger teachers had higher social values, whereas senior teachers were higher on moral and spiritual values and gender difference was found in social values, but not in moral and spiritual values (Sharma, 1992). The value preferences given by teachers' order were freedom, equality, and the world at peace, happiness, and true friendship. The same study found that the more preferred instrumental values are honest, loving, obedient, responsible and helpful (Ray, 1988). Urban male teachers are the highest moral than rural male teachers. Urban female teachers were aesthetic, theoretical and religious and rural female teachers had a higher sense of morality than urban female teachers (Kumari, 1981). The majority of the primary school teachers of the Udupi town were modern in their attitude towards education, economic dimensions and religious values of life (Ravindranathan, 1997). Aesthetic, social, political and religious values were found to differ in professional and non-professional trainees (Adhikari, 1991). Factors like gender, age, and economic factors had a significant impact on theoretical economic, aesthetic, social, political and religious values (Sharma & Yadav, 2004). The majority of students favorable attitudes towards religious education were found to be associated with such values as helpfulness, preserving traditions and adoption to nature and also found that Hindu and Muslim religious groups and sex, socio-economic status of students were found to hold different attitudes towards religious education (Rizvi, 1986). M.Ed. students more preferred terminal values are the world at peace, equality and wisdom and the most preferred instrumental values are ambitiousness, helpfulness, and honesty (Rajendra Prasad, 2008). There is a value crisis in society. Hence, the teachers, parents, friends, the community should provide value-oriented education to the students. The value-oriented education is a challenge for teachers, parents, and society at large (Rajkhowa, 2014).

## 3. STUDY PROCEDURE:

To study the values order of academic values, tool developed and adopted by P. Kishore Kumar (A Study of Medical, Engineering, and B.Ed. Students' Attitude towards Values) in his study with 12 set of values in the academic domain are considered for the present study as the researcher found that they are most relevant for teachers. The first part consists of personal data and the second part consists of a values survey with academic values. Space is provided against each of the value for giving the rank order. The teachers should rank from the most important value is giving rank 1, to the least important values giving rank 12 by the respondent according to his own choice. The present study is intended to find out the academic values of teachers. For the study, the random sampling, Survey method is used. The data collected by administering the value survey tool Rank order method was used. Mean, total scores are given in the tables. Depend on the means of 12 values the rank order was given for each value. The highest mean value is given rank 1 and the lowest one is given rank 12.

**Pilot Study:** The value survey scale was prepared and distributed to 110 teachers in government schools for the pilot study. The study was undertaken by administering the value survey tool to 110 teachers selected randomly. The doubts raised by the teachers were clarified and the filled-in value survey responses were collected by the researcher and were evaluated. The same value survey was also administered to selected sample of 35 teachers after a period of six weeks (test-retest method) in order to validate the tool for the final study. Most important value is given rank 1 to the least important value given rank 12 by the respondent according to his/her own choice. A scale value of 12 has been given for rank 1 and 1 to rank 12 for calculations.

In this study, reliability had been computed using the split-half method, Cronbach's alpha and test-retest method for value survey. The calculated value of reliability coefficient is 0.956 (split-half method). Cronbach's alpha calculated value is 0.847. Further, a reliability coefficient of the test was also calculated by using test and retest method. The calculated value is 0.710. These values established reliability of the tool for adoption. Academic values are presented in simple terms and in alphabetical order (with meaning for clarity). The items are thoroughly checked by taking the opinions of teachers. Adequacy of content, clarity and consistency of the items were scrutinized by the experts. The values are just represented by one word and each value is accompanied by a short descriptive phrase in parenthesis for clarity of understanding of a particular value. The content and the face validity of the items are judged by the experts. Cronbach's alpha values of all items values are found in the range of 0.971 to 0.973 and if any of the items is deleted there is no significant difference in the total reliability of the alpha value (0.972) indicating that all items can be accepted on the value scale.

## 4. FINDINGS AND DISCUSSION:

The data collected by administering the value survey tool Rank order method was used. Mean, total scores are given in the table (1.1). the rank order is given for each value based on the means. The highest mean value is given rank 1 and the lowest one is given rank 12.

Table 1 reveals the rank order of academic values of secondary grade teachers and school assistants. The order of preferences of academic values is observed as

follows:

**Table 1.1: Total Scores, Mean and Rank Order of Academic Values of Secondary Grade Teachers and School Assistants working in the Government Schools**

Sl. No.	Academic Values	Total Score		Mean		Rank order	
		SGTs	SAs	SGTs	SAs	SGTs	SAs
1.	Accountability (answerability, fulfilling of predetermined objectives)	330	486	8.46	7.97	3	3
2.	Achievement (attainment, Accomplishment)	238	402	6.1	6.59	7	6
3.	Ambitious (hardworking and aspiring)	339	541	8.69	8.87	2	1
4.	Intellectuality (intelligent and reflective)	284	354	7.28	5.8	5	8
5.	Involvement (participation and taking part)	315	455	8.08	7.46	4	4
6.	Motivation (inspiration, drive)	346	523	8.87	8.57	1	2
7.	Objectivity (without subjectivity, not influenced by personal feelings)	178	298	4.56	4.89	11	11
8.	Perception (observation, sensitivity)	234	329	6	5.39	8	10
9.	Reliability (dependability, trustworthiness)	206	432	5.28	7.08	10	5
10.	Team spirit (unity, harmony)	240	355	6.15	5.82	6	7
11.	Transparency (precision, clearness)	220	349	5.64	5.72	9	9
12.	Verifiability (conformity, justify)	112	234	2.87	3.84	12	12

The order of preferences of secondary grade teachers working in the government schools with regard to academic values is in the order as follows.

- |                    |                   |
|--------------------|-------------------|
| 1. Motivation      | 7. Achievement    |
| 2. Ambitious       | 8. Perception     |
| 3. Accountability  | 9. Transparency   |
| 4. Involvement     | 10. Reliability   |
| 5. Intellectuality | 11. Objectivity   |
| 6. Team spirit     | 12. Verifiability |

The order of preferences of school assistant teachers working in the government schools with regard to academic values is in the order as follows.

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|-------------------|--------------------|
| 1. Ambitious      | 7. Team spirit     |
| 2. Motivation     | 8. Intellectuality |
| 3. Accountability | 9. Transparency    |
| 4. Involvement    | 10. Perception     |
| 5. Reliability    | 11. Objectivity    |
| 6. Achievement    | 12. Verifiability  |

The more preferred and less preferred academic values of teachers are represented in table 1.2

**Table 1.2.: Academic Value Preferences of Secondary Grade Teachers and School Assistants working in the Government Schools**

More Preferred Academic Values		Less Preferred Academic Values	
SGTs		SGTs	
1.	Motivation	1.	Verifiability
2.	Ambitious	2.	Objectivity
3.	Accountability	3.	Reliability
SAs		SAs	
1.	Ambitious	1.	Verifiability
2.	Motivation	2.	Objectivity
3.	Accountability	3.	Perception

The more preferred academic values of secondary grade teachers working in the

government schools are in the order as follows.

1. Motivation
2. Ambitious
3. Accountability

The more preferred academic values of school assistant teachers working in the government schools are in the order as follows.

1. Ambitious
2. Motivation
3. Accountability

#### **Less preferred Academic Values of Secondary Grade Teachers and School Assistants working in the Government Schools:**

The less preferred academic values of secondary grade teachers working in the government schools are in the order as follows.

1. Verifiability
2. Objectivity
3. Reliability

The less preferred academic values of school assistant teachers working in the government schools are in the order as follows.

1. Verifiability
2. Objectivity
3. Perception

The present study had undertaken to understand the value preferences of secondary grade teachers and school assistant teachers. The result found that the value preferences of secondary grade teachers had given the highest preference for academic values of motivation, followed by ambitiousness, accountability. They had given least preference to verifiability, followed by objectivity and reliability. The value preferences of school assistant teachers had given the highest preference for academic values of ambitiousness, followed by motivation, and accountability. They had given least preference to verifiability, followed by objectivity and perception. For achieving something in life one should be ambitiousness i.e., hardworking. To achieve something in life one should have ambitiousness. It should be followed by accountability and motivation. It indicates they more oriented towards the above values as the profession demanded these values. Hence, a close relationship is found among their more preferred values. They are least bothered about variability, objectivity, reliability, and perception.

#### **5. CONCLUSIONS:**

The study revealed that the secondary grade teachers and school assistant teachers had given the highest preference for academic values of ambitiousness, followed by accountability and motivation. They had given the least priority to verifiability, followed by objectivity, reliability, and perception. To build a better society that depends on teachers and students. Every teacher main task is to build a good human being in society and they go in the right direction. This is possible only for the inculcation of right values among students. Every teacher should feel 'the world is one family' which removes all problems in society. So, every teacher should have the values, automatically these values transfer to students. So the government should conduct activities, value orientation programmes, field studies, project works, and workshops for teachers should focus on the above least priority values so to make teachers aware of these values. This shows that they must be oriented towards these values and automatically these values transfer to students.

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